

Course: World History

Grade Level: 9-12

COURSE DESCRIPTION

A survey course of world history including: The Cradle of Civilization, Our Classical Heritage, The Middle Ages, Journey into Modern Times, the Age of Revolution, The Dominance of Europe, and the World in Crisis.

Essential Learning	#	Components	Suggested	
			Activities	Assessments
ACS - A A student should understand that history is a record of human experiences that links the past to the present and the future	VCS 11.1.1	Understand chronological frameworks for organizing historical thought and be able to place significant ideas, institutions, people, and events within time sequences	Analyze the Italian Renaissance and discuss its influence on politics, banking, trade, and the arts	
	VCS 11.1.2	Know that the interpretation of history may change as new evidence is discovered	Research new discoveries on ancient cultures and compare them with past interpretations	
	VCS 11.1.3	Recognize different theories of history, be able to detect the weakness of broad generalization, and be able to evaluate the debates of historians	Debate the roles played by territorial expansion, international conflict lead to the fall of the Roman Empire	
	VCS 11.1.4	Understand that history relies on the interpretation of evidence	Using different sources, discuss the inevitability of the 100 Years War.	Research and write

Course: World History

Grade Level: 9-12

	VCS 11.1.5	Understand that history is a narrative told in many voices and expresses various perspectives of historical experience	Analyze the roles people of different backgrounds played in World War II	
	VCS 11.1.6	Know that cultural elements, including language, literature, the arts, customs, and beliefs systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction	Compare and illustrate (on charts or posters) the European code of chivalry and the Japanese Bushido code and discuss reasons for differences.	Create a slideshow presentation
	VCS 11.1.7	Understand that history is dynamic and composed of key turning points	Compare the importance of general literacy on key turning points in history; for example: Galileo's excommunication, Luther's 95 Theses, Brown vs. Board of Education.	
	VCS 11.1.8	Know that history is a bridge to understanding groups of people and individual's relationship to society	Using historical documents and literature, debate the formation of Israel following World War II.	Class debate
	VCS 11.1.9	Understand that history is a fundamental connection which unifies all fields of human understanding and endeavor	Research the impact of the Renaissance on the development of modern art, science/technology, politics, and ideas.	

Course: World History

Grade Level: 9-12

Essential Learning	#	Components	Suggested	
			Activities	Assessments
ACS - B A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events	VCS 11.2.1	Be able to comprehend the forces of change and continuity that shape human history through the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations	Compare the American, French, and Russian Revolutions	
	VCS 11.2.2	Be able to comprehend the forces of change and continuity that shape human history through human communities and their relationships with climate, subsistence base, resources, geography, and technology		
	VCS 11.2.3	Be able to comprehend the forces of change and continuity that shape human history through the origins and impact of ideologies, religions, and institutions upon human societies		
	VCS 11.2.4	Be able to comprehend the forces of change and continuity that shape human history and the consequences of peace and violent conflict to societies and their cultures	Examine the causes and consequences of World War I including the Treaty of Versailles	

Course: World History

Grade Level: 9-12

Essential Learning	#	Components	Suggested	
			Activities	Assessments
	VCS 11.2.5	Be able to comprehend the forces of change and continuity that shape human history through major developments in society as well as changing patterns related to class, ethnicity, race, and gender	Make an illustrated graph or chart depicting immigration into the U.S. from Europe at the turn of the 20 th Century	
	VCS 11.2.6	Understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the United States and the World	Select five people who you think have been the most influential in world history and defend your choices	
	VCS 11.2.7	Recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities	Role play the end of World War II and the beginning of the Cold War in relation to the escalation of the arms race	
	VCS 11.2.8	Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding larger historical patterns	Trace the development of major medical advances and the role of disease in history	
	VCS 11.2.9	Be able to evaluate the influence of context upon historical understanding	Watch films about the Russian Revolution produced from the Soviet Union and elsewhere in the world and compare and contrast	

Course: World History

Grade Level: 9-12

Essential Learning	#	Components	Suggested	
			Activities	Assessments
			the films	

Essential Learning	#	Components	Suggested	
			Activities	Assessments
ACS - C A student should develop the skills and processes of historical inquiry	VCS 11.3.1	Use appropriate technology to access, retrieve, organize, and present historical information	Undertake a library and computer search for information on an aspect (e.g., clothing, housing, or farming) of Medieval life.	
	VCS 11.3.2	Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers	From appropriate primary and secondary sources, trace an indigenous population's demographic changes brought about through immigration and invasion. Explain how these changes affected the society and its place in the world	
	VCS	Apply thinking skills, including classifying, interpreting, analyzing, summarizing,		

Course: World History

Grade Level: 9-12

Essential Learning	#	Components	Suggested	
			Activities	Assessments
	11.3.3	synthesizing, and evaluating to understand the historical record		
	VCS 11.3.4	Use historical perspective to solve problems, make decisions, and understand other traditions	Interpret photography and historical narratives and stories dealing with European immigration which depict the obstacles encountered by various immigrant groups and their struggles to overcome them	